**Elizabeth Moje: Disciplinary Literacy: Why it matters and what we should do about it**

* Mostly examples from Social Science and Science
* Teaching for social justice: disciplinary slicing (cutting up school day, lack of coherence, reify the disciplines)
* Definition: not just teaching subject area texts but helping students move across many different domains. Giving access to the tools of knowledge production and critique – where the ideas, concept , knowledge come from and the place of language in this. Once we know how knowledge is created, we can critique it.
* Discipline (areas of work – biologist etc) vs subject area (discourses include control, relationships): Think about roots of subject areas and how subjects can use tthis.
* Problems of textbooks: textbooks often completely different from discipline
* To get at disciplinary literacy what do disciplines do?
* Text is bad? “The text will not take over this curriculum”. Tension with inquiry learning.
* What text is valued from one domain to the next?
* Are there words or phrases that are absolutely demanded or taboo in the discipline? (e.g. assumptions about using “I”)
* Writing style
* What’s unique about the discipline in terms of speaking, listening, reading and writing? (In History you frame historical problems. In Maths you ask natural questions in a given mathematical context).
* Disciplinary literacy not just for high achieving students but also for struggling students (students read well when they know their subject well)
* Strategy instruction – all strategies appropriate in the disciplines but actualised differently (previewing different in History and Biology)
* Significance of genre (especially significant in relation to writing)

**What to do?**

Disciplinary reading (NOT only teaching students to read as a Historian etc but also understanding and critiquing text)

* Difference between knowledge student brings and knowledge they need to know (talk about text and text-focussed work)
* Synthesising across texts (moves students from basic to proficient)
* Teachers taking on texts (textbooks can be poor texts)
* Getting into the language of the text
* Analysing the language of instruction – being able to predict the challenges of the text before you teach it
* Co-matrix – analyse on multiple dimensions
* Selecting other texts to accompany the text for instruction – build text sets
* Synthesis journals (similar to double bubble)

Disciplinary Writing

* Expose students to multiple forms of writing (multiple genres and registers). Within as well as across disciplines.
* Opportunities to write

*Summarised by Irene Andersen*